

Forrest Beach State School STRATEGIC PLAN 2025 - 2028

School profile/ Vision and values

Forrest Beach State School was established in 1980 to provide quality schooling for the growing families of the beach-side community of Allingham.

Our school motto is '**Achievement through Effort**' and our shared vision is of a school that reduces barriers for all learners enabling them to realise their full potential. Our learning environment is safe, inclusive and welcoming, we invest in digital innovation, develop clear learning priorities for all students and understand that curriculum, teaching and learning underpin each stage of a child's educational development. We aim to nurture knowledge, sport, creativity and life skills and foster a strong collaboration with community. We are a proud school and all staff understand that it is a privilege to be tasked with education your child.



Educational
achievement



Wellbeing and
engagement



Culture and
inclusion



School review key improvement strategies

- **Leading systematic curriculum implementation (Domain 6)**

Develop, with regional support, teachers' capability in creating unit plans aligned to the P-12 curriculum, assessment and reporting framework (P-12 Framework), to provide all students with their entitled curriculum. Develop processes for leaders and teachers to collaboratively plan, moderate and analyse student data to support implementation of the curriculum and monitoring of students' learning

- **Driving an explicit improvement agenda (Domain 1)**

Strengthen leaders' instructional leadership capability, aligned to Annual Implementation Plan (AIP) strategies, to build staff capability to enact AIP actions and achieve AIP outcomes.

- **Differentiating teaching and learning (Domain 7)**

Collaboratively develop a whole-school approach to differentiation to enable barriers to learning to be identified and address in ways that enable all students to access and progress through the curriculum.

- **Implementing effective pedagogical practices (Domain 8)**

Develop processes to engage staff in professional conversations about pedagogy to understand their beliefs and perspectives.

School priorities

- Educational Achievement
- Educational leadership and teaching expertise
- Wellbeing and Engagement
- Equity and Excellence: Realising the potential of every student
<https://intranet.qed.qld.gov.au/about/PrioritiesandInitiatives/Pages/equity-and-excellence.aspx>

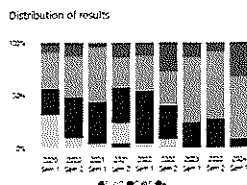
School priority 1: Educational Achievement

Strategies

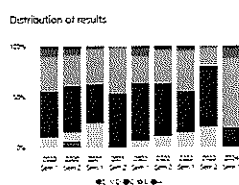
- Keep abreast of the current Australian Curriculum and implement V9 as scheduled and align practices with the P-12 framework.
- Engage in all four phases of moderation.
- Collaboratively develop learning goals with students to build agency for their academic success and strengthen the culture of high expectations for learning.
- Collaboratively develop processes for teachers to document differentiation in unit planning to support the alignment between teaching, learning, assessment and reasonable adjustments.
- Develop and implement a whole school approach to pedagogy that aligns to school context, the curriculum, the learning, and being responsive to the learning needs of all students.
- Collaboratively develop creative learning opportunities, including the use of technology to support student engagement and learning.

Measurable outcomes

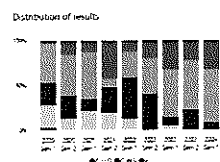
Results include all students, including NCCD and First Nation



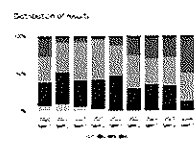
Source: SORD A-E Assessment English P-2 Semester 1 2024



Source: SORD A-E Assessment English 3-6 Semester 1 2024



Source: SORD A-E Assessment Maths P-2 Semester 1 2024



Source: SORD A-E Assessment Maths 3-6 Semester 1 2024

School priority 2: Educational leadership and teaching expertise

Strategies

- Initiate opportunities for developing professional learning goals with all staff through the Annual Performance Capability Plan (APCP) process to inform tailored professional opportunities and the development of a whole-school professional learning plan.
- Strengthen leaders and teachers data literacy skills to engage in collaborative data informed conversations to inform teaching and learning.
- Develop systematic processes for monitoring Annual Implementation Plan strategies and actions to measure progress towards achievement of targets and outcomes.
- Formalise staff, including specialist support staff, roles and responsibilities to establish a distributive leadership approach to enact the school's improvement agenda.
- Collaboratively develop and implement a Collegial Engagement Framework.
- Conduct instructional walk throughs, observations and feedback to staff and students.

Measurable outcomes

School Opinion Survey Data 2024 Staff Responses					
Q1. This school encourages coaching and mentoring activities (8 Responses)					
Somewhat Disagree	2	Agree	4	Strongly Agree	4
	0		0		0
	%		%		%
Q2. Staff are well supported at this school (8 Responses)					
Disagree	1	Agree	3	Strongly Agree	6
	2		7		2
	5		5		5
	%		%		%
Q3. I have access to relevant professional development (8 Responses)					
		Agree	3	Strongly Agree	6
			7		2
			5		5
			%		%

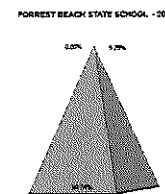
Source: SORD School Opinion Survey Semester 1 2024

School priority 3: Wellbeing and Engagement

Strategies

- Strengthen and refine Positive Behaviour for Learning systems and procedures
- Continue / maintain local partnerships with early childhood providers.
- Strengthen the Multi-tiered system(s) of support (MTSS) by clarify the roles, responsibilities and accountabilities of specialist support staff to maximise the planning, implementation and monitoring of targeted and intensive interventions.

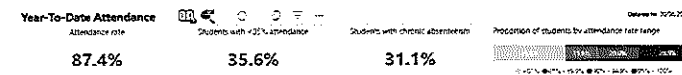
Measurable outcomes



PBL - Major Incidents 2024
Source - SORD One School Semester 1 2024

Forrest Beach State School Behavioural Monitoring System One Page Report 1 January 2024 to 31 December 2024									
Category	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count
Minor	1	100%	1	100%	1	100%	1	100%	1
Major	0	0%	0	0%	0	0%	0	0%	0
Severe	0	0%	0	0%	0	0%	0	0%	0
Total	1	100%	1	100%	1	100%	1	100%	1

PBL - Minor Incidents 2024
Source - SORD One School Semester 1 2024



Source: SORD Daily Attendance Semester 1 2024

School Opinion Survey Data 2024 Student and Parent Response					
Q1. Is this a good school? (5 Parent/Carer Responses)					
Strongly Disagree	Somewhat Disagree	Agree	10%	Strongly Agree	100%
Q2. Is this a good school? (5 Student Responses)					
Strongly Disagree	Somewhat Disagree	Agree	60%	Strongly Agree	40%

Source: SORD School Opinion Survey Semester 1 2024

Projected Data by end of 2028-

English

60% of P – 2 students B or Above
70% of 3 – 6 students B or Above

Mathematics

60% of P – 2 students B or Above
40% of 3 – 6 students B or Above

Success criteria

Behaviourally:

Students will

- access Australian Curriculum in learning areas through quality teaching and learning articulate their learning, goals and next steps
- articulate their learnings using frameworks

For example:

1. What are you learning? Why?
2. How are you doing?
3. How do you know?
4. How can you improve?
5. Where do you go for help? (Sharratt 2008-2019)

- demonstrate one year of learning growth
- be assessment literature learners

Staff will

- work collaboratively to unpack and implement curriculum for all learners
- utilise pedagogical practices for learning (PP4Ls) identified through the Whole School Approach to Pedagogy to engage learners through creative learning opportunities
- Engage in moderation processes to quality assure learning to the Australian Curriculum Achievement Standard and inform teaching and learning
- differentiate and engage the curriculum, embedding differentiated classroom practice in all three levels of planning and adjustments for all students
- Access the 'Reading through the Curriculum' website, engaging in guidelines, resources and professional development materials
<https://det-school.eq.edu.au/reading>

Projected Data by end of 2028-

Q1. This school encourages coaching and mentoring activities – 70% Strongly Agree

Q2. Staff are well supported at this school – 80% Strongly Agree

Q3. I have access to relevant professional development – 80% Strongly Agree

Success criteria

Behaviourally:

Staff will

- take part in the Annual Performance Capability Plan process
- use their data literacy skills to inform teaching and learning
- engage in Professional Development collaboration
- engage in peer walks and talks

Leader will

- provide collaboration and collaborate in professional development
- undertake walk and talks, classroom observations and provide timely feedback to staff
- complete the Annual Performance Capability Plan process.
- develop and implement a Collegial Engagement Framework with staff
- build a culture of continuous professional learning, reading and system alignment through the establishment of a shared vision, fostering collaboration, reflecting on data, investing in staff and providing growth opportunities

Projected Data by end of 2028-

PBL- Decrease Minor incidents to under 40 per year.

Attendance – maintained at 90%

Q3. Is this a good school? – 80% Parent Strongly Agree

- 60% Student Strongly Agree

Success criteria

Behaviourally:

Students will

- follow Positive Behaviour for Learning school rules and engage in learning
- know the expectations of Positive Behaviour for Learning including rewards and consequences.
- feel safe and know that there are support process within the school

Staff will

- explicitly teach Positive Behaviour for Learning school rules
- enter data into one school
- analyses and unpack the data, as it informs decision making and supports continuous improvement
- consistently implement the Positive Behaviour for Learning systems and procedures
- ensure students are safe and engaged in the school setting
- implement the students support processes and have clarity of their roles and responsibility

Leader will

- monitor one school data
- manage and resource the multi-tiered school support system
- provide timely feedback to staff
- provide professional development and collaborative opportunities
- ensure that the Positive Behaviour for Learning system is working with fidelity through monitoring tools
- though the 'data literacy framework' build staff capacity, ensuring data is used for planning, to develop understanding and to inform our practice
<https://intranet.qed.qld.gov.au/EducationDelivery/Stateschooling/Pages/data-informed-practice.aspx>

Leader will

- guide curriculum, teaching and learning collaboratively with staff.
- quality assures that the school wide pedagogical approaches and differentiated classroom practices are enacted by staff.
- engage in moderation practices
- provide opportunities for professional learning for all staff

Resourcing

- Moderation Plan
- 3 levels of Planning
- Data Plan
- Whole school curriculum plan
- Curriculum Gateway
- Teaching and Learning Hub (which will hold the Pedagogy, assessment and teaching and learning tabs by DOE)
- Reading Portal
- P12CARF

Resourcing

- Workforce plan
- Professional Learning Plan
- Australian professional standards for teachers and leaders
- Education Futures Institute Universal Professional Learning

Resourcing

- Regional Resourcing - PA PBL and other regional personnel as required
- Positive Behaviour for Learning committee
- Student Code of Conduct
- PBL internal resources

Approvals

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal

R. Woodcock

P&C/School Council

[Signature]

School Supervisor

[Signature]

**Forrest Beach State School
STRATEGIC PLAN 2025 - 2028**